

Functions:

Post-Secondary Goals (if transition IEP)

- Summary of age-appropriate transition assessments
- Questions if goals in independent living are appropriate
- Text box to record "I will..." statements
- Logic links to require associated annual goals and transition services for each post-secondary goal

School Outcomes

- Anticipated exit date
- High school pursuit with resulting logic to direct state assessment determination and goal writing

State Assessment

- Presents options, criteria to participate in alternate assessments
- If ISTEP+ or End of Course with accommodations is selected, only the allowable accommodations presented depending on student needs
- Locks ISTAR purpose to match case conference Committee decision

Supplemental

- Prompts for plan for including student in other local and national assessments

Summary of Performance

- Prompts student reflection on accommodations / modifications/ and assistive technology that has been helpful.
- Prompts for student to identify needs after exiting school

Article 7 functions:

7-43-4(h)(1)(B)
 7-43-4(h)(2)
 7-43-4(h)(3)
 7-43-4(h)(10)
 7-36-10(h)
 7-36-10(i)
 7-36-10(c)
 7-36-10(g)
 7-36-10(d)
 7-36-10(e)
 7-42-6(f)(2)
 7-42-9(a)(2)
 7-42-6(f)(3)
 7-42-9(a)(1)

Outcomes

The Outcomes tab was designed to capture long-term planning. The first subtab is required for case conference committee consideration where the purpose is marked as “transition IEP”. The process of setting post-secondary goals begins with looking at the findings of age-appropriate transition assessment.

Purposes Evaluation Initiate Eligibility Outcomes Goals Provisions Placement File

Post Secondary Goals School Outcomes State Assessments Other Participation SOP

Discuss the findings of age-appropriate transition assessment that have been conducted, the indication of need for future transition assessments, and any curricular connections that support that development of transition skills. Summarize these discussion points.

Is there evidence that this student has achieved sufficient skills for independent living?

☐ Yes ☐ No

Secondly, it must be noted if the student needs to have a post secondary goal in the area of independent living. This will determine if there will be two or three post secondary goals written and linked to transition activities and annual goals.

Is there evidence that this student has achieved sufficient skills for independent living?

☒ Yes ☐ No

Please cite evidence to support the decision that an Independent Living Skills goal is not applicable:

Regarding Employment after high school, I will:

If the user indicates that the student has achieved sufficient skills for independent living, the interface requests evidence of this determination.

Regarding Education and Training after high school, I will:

Is there evidence that this student has achieved sufficient skills for independent living?

☐ Yes ☒ No

Regarding Employment after high school, I will:

Regarding Education and Training after high school, I will:

If the user indicates that the student has not achieved sufficient skills for independent living, then three post-secondary outcome statements are required. These statement areas will appear later in the process when goals and services are to be mapped to them.

Regarding independent living after high school, I will:

Outcomes

The anticipated date of exit from high school or extended secondary services is required in transition IEPs and in planning for students in grades that participate in state assessment. This field will carry over to subsequent conferences and will be changeable like all fields.

Depending on which graduation option is selected, a statement will appear that directs the appropriate achievement level for goal writing and the associated state assessment options.

If the student will pursue a high school diploma, a statement will appear that says: *"Therefore, the student's academic goals will be the same as non-disabled peers at grade-level or will generally be aligned to grade-level curriculum . Participation in ISTEP+ and End-of-Course assessments are associated with this outcome."*

If the student will pursue a certificate of completion, a statement will appear that says: *"Therefore, the student's goals and objectives are generally prerequisites to grade-level academics or are highly individualized extensions to the standards. Participation in ISTAR for Academic Competence or ISTAR for Independent Functioning is associated with this outcome."*

Post Secondary Goals	School Outcomes	State Assessments	Other Participation	SOP
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Anticipated date of exit from high school or extended secondary services:

MM/YY

☒ The student will pursue a High School Diploma
Therefore, the student's academic goals will be the same as non-disabled peers at grade-level or will generally be aligned to grade-level curriculum.

☐ The student will pursue a Certificate of Completion

If the student will pursue a high school diploma, the options of ISTEP+, ISTEP+ with accommodations, (and the modified grade level assessment beginning spring 2009) will be available on the state assessment page.

Post Secondary Goals	School Outcomes	State Assessments	Other Participation	SOP
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Anticipated date of exit from high school or extended secondary services:

MM/YY

☐ The student will pursue a High School Diploma

☒ The student will pursue a Certificate of Completion
Therefore, the student's goals and objectives are generally prerequisites to grade-level academics or are highly individualized extensions to the standards.

If the student will pursue a certificate of completion, the options of ISTAR for Academic Competence and ISTAR for Independent Functioning will be available on the state assessment page.

Outcomes

Purposes

Evaluation

Initiate

Eligibility

Outcomes

Goals

Provisio

Post Secondary Goals

School Outcomes

State Assessments

Other Participation

SOP

Participation in Testing Programs:

- ☐ Student does not attend an accredited school and will not participate in statewide assessment.
- ☐ Student will not yet be in grade 3.
- ☐ Student attends an accredited school and will be in grades 3-8.
- ☐ The student will be in high school.

There are three logical possibilities for state testing. The first two situations mean that the student does not participate in state testing for AYP purposes. Children in early childhood will be assessed using ISTAR, but this is not done as a requirement for AYP.

- ☒ Student attends an accredited school and will be in grades 3-8.

Mathematics

Language Arts

Science

Social Studies

Rationale

- ☐ Student will participate fully in ISTEP+ without accommodations.
- ☐ Student will participate fully in ISTEP+ with appropriate accommodations.
- ☐ Student meets the criteria to participate in the modified assessment.
- ☐ Student meets the criteria to participate in the alternate assessment for academic functioning.
- ☐ Student meets the criteria to participate in the alternate assessment for independence.

- ☐ The student will be in high school.

Starting in the spring of 2009, all students in grades 3-8 participate in math and English/language arts assessments. Grades 4 and 6 participate in science assessments while Grades 5 and 7 participate in social studies assessments. The GQE will be given for the last time with the class of 2011.

If the student will participate in ISTEP+ with accommodations, the user will select from the list of approved accommodations from the ISTEP+ users manual. These accommodations will appear later as being required on a regular basis for classroom work.

If the state changes the list of accommodations that are permissible for participation in ISTEP+, the software will be updated to reflect the new list.

Accommodations Selection

☐ Timing And Scheduling: The student has difficulty completing a task without periodic breaks or other timing considerations.
 ☐ Response Format: The student has significant difficulty recording answers in the typical format (e.g. using a paper and pencil to write responses)
 ☐ Setting and Environment: The student has significant difficulty working independently without adjustments to the typical classroom setting.
 ☒ Presentation Format: The student has significant difficulty perceiving or comprehending directions given in a standard format.

☐ Student is given access to a visual magnification device.
 ☐ Student is provided auditory amplification device and/or noise buffers.
 ☐ Student uses a large print version of the assessment.
 ☐ Student has directions read to him or her.
 ☐ Student has test administered by a familiar test administrator.
 ☐ Student uses a Braille version of the assessment.
 ☐ Questions are signed to the student by an interpreter.
 ☐ Questions are read to the student (except those that measure Reading Comprehension).

Save
Cancel

Outcomes

If a decision is made by the CCC that the student will participate in one of the alternate assessments, including the modified assessment, the criteria will be accessible through a link. The evidence and rationale for the decision will be prompted.

Remember to provide a clear explanation of why the chosen assessment is appropriate for the student and to inform the parent that the student's performance will not be measured against grade level standards.



Participation in Testing Programs:

- ☐ Student does not attend an accredited school and will not participate in state
- ☐ Student will not yet be in grade 3.
- ☐ Student attends an accredited school and will be in grades 3-8.
- ☒ Student will be in high school.

Algebra Language Arts Biology Rationale

- ☐ Student will participate in End of Course Assessment without accommodations.
- ☐ Student will participate in End of Course Assessment with accommodations.
- ☐ Student has participated in state assessment prior to this year.
- ☐ The tested course is not yet in the student's course of study.
- ☐ Student will participate in GQE retake.

Accommodations Selection

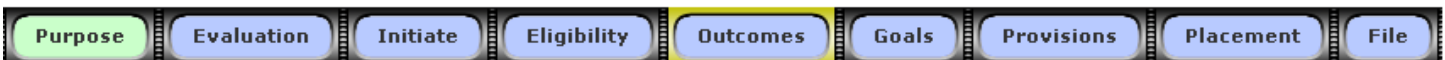
- ☐ Timing And Scheduling: The student has difficulty completing a task without periodic breaks or other timing considerations.
- ☐ Response Format: The student has significant difficulty recording answers in the typical format (e.g. using a paper and pencil to write responses)
- ☒ Setting and Environment: The student has significant difficulty working independently without adjustments to the typical classroom setting.
 - ☐ Student is provided special lighting conditions.
 - ☐ Student is provided preferential seating.
 - ☐ Student is given access to special furniture.
 - ☐ Student is tested in small group setting.
 - ☒ Student is tested individually.
 - ☐ Student is allowed to use a slant board to hold testing materials at correct angle.
 - ☐ Student is provided pencil grip or specialized writing instrument.
- ☐ Presentation Format: The student has significant difficulty perceiving or comprehending directions given in a standard format.

Save Cancel

For students in high school, please articulate how the student will be assessed and the rationale for the decision. If the student will participate in End of Course Assessment with accommodations, the user will select from the list of approved accommodations from the users manual. These accommodations will appear later as being required on a regular basis for classroom work.

If the state changes the list of accommodations that are permissible for participation in End of Course Assessment the software will be updated to reflect the new list.

Please record accommodations in the space provided under Accommodations within the Provisions section of the software



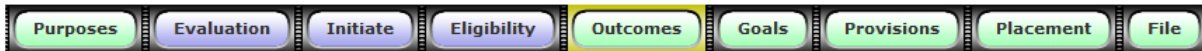
Please note the plan for participation in district-wide, national, or international assessments:

Plans for supplemental assessment, or any assessment beyond the state-mandated testing, needs to be noted.

Outcomes

If "Exit from Secondary Education" is indicated as a purpose on the purpose page, an additional tab will appear labeled SOP (Summary of Performance). This will prompt the user to review the post secondary goals and the present levels of performance. These first two sections of the current IEP will pull into this SOP report following the demographic information that is already in the system.

The second two prompts are to be answered by the student or on behalf of the student. These will print as the third and fourth sections of the SOP report. A sample frame of the report follows the screen shot below.



Please review post-secondary goals and present levels

The following accommodations, modifications and/or assistive technology have been most helpful to me:

The following will help me be successful after graduation:



Summary of Performance

Date of Report: 8/18/2008

Student: 4509Student1, Demo1	STN: 4509Demo1
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Date of Birth: 01/18/91

Age: 17

Current Grade: 12

Primary Language: Unknown

Ethnicity: Unknown

Gender: F

Post-Secondary Goals:

Regarding employment after high school, I will...

Regarding education and training after high school, I will...

Regarding independent living skills after high school, I will...

Anticipated date of Graduation:

The student pursued a high school diploma.

Present Levels

Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities.

SOP

The following accommodations, modifications and/or assistive technology have been most helpful to me:

The following will help me be successful after graduation:



Outcomes

Testing Decision

Q: The testing decision has become so complicated. How does the case conference committee determine which assessment the student should take?

A: The case conference committee should be familiar with the testing options and the participation criteria. The committee should look at evidence of the severity of the disability, the intensity of instruction that the student requires, and the curricular outcomes that are expected for the student.

In the case of eligibility for ISTAR, the decision should not be based on exclusionary factors of:

- A. Excessive or extensive absences
- B. Social, cultural or economic differences
- C. The mere existence of an IEP
- D. A specific placement or services
- E. Emotional, behavioral or physical challenges, in the case of alternate achievement standards
- F. The student's anticipated score on the general education assessment
- G. Concern for AYP calculations

The decision should be reasonable and default to the highest aspirations for the student. Simply, in the absence of convincing evidence that the student will be unable to achieve a high school diploma, the student should participate in the general education assessment. If the child is too young for that determination to be made, then the possibility still exists that the student will earn a diploma and therefore the student should continue to be challenged by an assessment intended for students who are working toward a diploma.

If there is evidence that the student has been unable to meet grade level proficiency on the general assessment and yet there is still the intention for the student to achieve a high school diploma, the student may meet the criteria to participate in the modified assessment which will be available in the spring of 2010.

Think of the state assessment as a long-term benchmarking process. There should be a direct relationship between the intended outcome for the student and the steps of achievement along the way. Data on the current level of progress should be referenced to inform the expectations of eventual accomplishment.

Has the CCC concluded that there is sufficient evidence that the student will not be earning a high school diploma due to a significant cognitive disability?

YES

Verify student meets criteria for:

ISTAR for Academic Competence or

ISTAR for Independent Functioning

NO

Determine if the student will participate in ISTEP+ with or without accommodations.

(More options will be offered starting with testing in Spring of 2009.)

Q: Once the diploma and testing decision has been made, can it ever be changed?

A: The evidence should be reconsidered every year. If new evidence leads the CCC to a new conclusion, then it is the responsibility of the CCC to make a new determination.

In Article 7, 511 IAC 7-36-10, there is a requirement that, before making the determination, the CCC receive a clear explanation of the differences between the assessments including the effects on the student's education. The CCC should respect the importance of this decision and the impact of this decision on the future expectations of the student. If a student's performance will not be measured against grade level academic achievement standards, the student's goals will not be aligned to grade level and the student will not be working toward a high school diploma.

Q: Consideration for AYP calculations is listed as an exclusion. What does this mean?

A: The results of the each decision may impact the AYP calculations in various ways, but the first step is to consider what is right for the student regardless of the projected statistical impact on the school.

It is prohibited to base an eligibility determination on the number of students already found eligible to participate. The district cap of 1% is based on the number of students who can earn a proficient score for AYP purposes through the alternate assessment, not the number who participate. The school district has no sure way of anticipating proficiency scores.

Testing Decision

Q: What should be done to prepare for agreement regarding the diploma and testing decision?

A: This may be one of the most difficult discussion points of the conference for parents in that it frames goals and eventual life outcomes for the student.

There will be circumstances where parents are highly resistant to accepting the severity of the disability and therefore a lower standard for their children. Conversely, there will parents who want to protect their children from the possibly difficult experience of participating in high stakes testing.

Become familiar with the testing criteria and prepare for the discussion with meaningful evidence. The state has never proved any "bright line" for eligibility for alternate assessment, like an I.Q. score or previous scores on state assessments. The impetus has always been on the CCC to consider all of the circumstances and make the right decision on an individual basis.

It is unfair to the parent and to future teachers to withhold evidence of the severity of a disability. It is also unfair to the student to deny him the right to attempt something challenging. Prior to the CCC meeting, give thought to which scenario is more relevant to the individual student and plan to advocate for the best outcomes for the student.

Q: Can a student participate in different assessments for different subjects?

A: If a student is found eligible for ISTAR, that student can participate in ISTAR for Academic Competence or ISTAR for Independent Functioning, differentiated by discipline (i.e. math for Academic Competence, English/ language arts for Independent Functioning.)

If a student is seeking a high school diploma and meets the criteria to participate in a modified assessment, the determination can be made by discipline whether the student will participate in ISTEP+ with or without accommodations or the new modified assessment in the spring of 2010.

At this time, there is no option to participate in ISTAR for one discipline and ISTEP+ for another.

Q: What happens if a student takes ISTAR but does not meet the criteria to participate in ISTAR as a student with a significant cognitive disability?

A: The ISTAR7 decision will integrate and lock the ISTAR purpose once all of the components of the software have been delivered. If the CCC does not find that the student is eligible to participate in the alternate assessment based on either of the two achievement standard criteria, but the CCC determines that ISTAR will be a more appropriate experience for the student, the student will only be permitted to participate in ISTAR for supplemental purposes.

Even if it is indicated in ISTAR7 that the student is eligible, the state will review the ISTAR results and may determine that there is not enough evidence to conclude that a particular student has a significant cognitive disability. In this case, the public agency is given an opportunity to appeal with evidence. If the state is still not convinced, it may result in the score not counting toward participation or proficiency.

Another option may be to rate the student in ISTAR for the purpose of a supplemental assessment (progress monitoring) AND include the student in the ISTEP+ experience. The ISTEP+ test score always trumps ISTAR, but then there is the benefit of getting a score for participation and meaningful data from ISTAR.

Q: Is parent consent required to use ISTAR?

A: Because ISTAR is a part of the state assessment system in which all students participate, it is not necessary to obtain consent to use ISTAR.

However, the decision to use ISTAR in lieu of ISTEP+ is a CCC decision. Therefore it is expected that the determination has been discussed and agreed upon through the CCC process.

ISTAR is an expectation for all students in early childhood programs in Indiana. Therefore, parental consent is not required for this purpose.

Consent is also not required to use ISTAR for monitoring the progress of general education students participating in a response-to-intervention program.

AYP Calculations

Q: Understanding that 100% participation comes from the collection of STNs reported for enrollment, what happens when students move out of the state before they participate in the assessment?

A: It is a simple matter of matching the STNs reported on the enrollment date with the presence of assessment participation and proficiency scores. STNs that were not present for 162 days out of the year will be backed out of that calculation and therefore will not count in the 100%.

Q: With the new bifurcated ISTAR criteria, how will the new cut scores be applied? Who decides the alternate achievement assessment in which the student will participate (i.e. ISTAR for Academic Competence or ISTAR for Independent Functioning)?

A: In the fall of 2008, the original criteria will apply while the two new ISTAR achievement levels are piloted. Rather than requiring CCC to reconvene for this purpose, it is required that school personnel indicate which ISTAR achievement level is projected to be appropriate for the student so that studies can be run on this data in preparation for spring 2009.

Please involve the CCC in all subsequent participation decisions as required in regulation. AYP calculations will be applied based on the achievement standards that have been selected by the CCC decision process.

